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ABSTRACT

Approximately 1,000 dropout/stopout (DOSO) students from the University of California at San Diego were surveyed in January 1978 to determine their demographic characteristics and the factors influencing their decision to dropout/stopout. The population consisted of students enrolled in winter or spring of 1977 but who did not receive degrees and did not return in fall 1977. The results suggest that efforts to decrease the DOSO rate should concentrate in three areas: (1) festering positive attitudes among all university community members to improve social life, a communal or familial atmosphere; (2) informing students of available services, academic options, and career options, and stressing the student's reponsibility to learn of and choose among his options, and (3) developing broader course offerings within existing departments and programs. (MSE)

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DROPOUT/STOPOUT STUDENTS
AT THE
UNIVERSITY OF CALIFORNIA, SAN DIEGO
Winter 1977 to Fall 1977

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August 1978

Office of the Associate Vice Chancellor-Planning
Analytical Studies
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HE 010 440

DROPOUT/STOPOUT STUDENTS
AT THE UNIVERSITY OF CALIFORNIA AT SAN DIEGO

SUMMARY

Approximately 1,400 dropout/stopout (DOSO) students were surveyed in January 1978 to determine their demographic characteristics and the factors influencing their decision to dropout/stopout.

A dropout/stopout (DOSO) was defined for this study as any student who, once registered, discontinued enrollment for one or more enrollment periods. The study population consisted of students enrolled in the Winter or Spring Quarter 1977 who did not receive degrees and did not return in Fall 1977. (This is approximately 90% of the total annual DOSO population, and 22% of the potential Fall returning population.)

The results suggest that efforts to decrease the UCSD DOSO rate should concentrate in three areas:

- Attention should be given to fostering positive attitudes for all UCSD community members to improve the social environment. A community or familial atmosphere should be encouraged, and accomplishments of students, faculty, and staff publicized to develop pride.
- Every effort should be made to inform students of available services and of academic as well as career options. Particular attention should be given to making students realize their individual responsibility for researching alternatives, identifying their own preferences, and choosing among them.
- Careful consideration should be given to developing broader course offerings within existing departments and programs.

Study highlights are as follows:

- Females dropped out/stopped out at 1½ times the rate of males.
- The major factors influencing the decision to leave UCSD were dissatisfaction with breadth of course offerings, dissatisfaction with social environment, and desire to change major.
- 45% of the DOSOs left within their first year at UCSD. Those who entered as transfer students generally left within the first year, while those entering as Freshmen had a tendency to stay longer.
- 55% of the DOSOs considered it likely upon entering UCSD that they would transfer to another institution before receiving a degree.
- 85% have transferred to another institution; 16-22%* are intending to return to UCSD.
- 51% of the DOSOs who have transferred have kept majors offered at UCSD.
- Neither choice of college nor choice of major discipline grouping (i.e., Physical Science, Social Science, Humanities and Arts) appeared to be a factor.
- DOSOs used student services on campus less than students who graduated (based on an alumni survey), and regarded these services as less helpful when they were used. DOSOs perceived a need for better publicity of available services and for help in determining academic and career options within their area of interest.

The study generally supported the findings of a 1974 pilot study of DOSOs. However, this study concluded that efforts to alleviate the attrition rate should concentrate

*First percentage represents those definitely intending to return to UCSD. Second percentage combines first figure with those indicating they might return.

on expansion of course offerings within existing departments and programs rather than on developing new departments and majors as suggested by the pilot study.

The pilot study also recommended that efforts to improve the social environment be secondary while the current findings indicate this to be of primary importance.

STUDY DESIGN

The study focused on the approximately 1,600 undergraduates who attended UCSD the Winter or Spring Quarter(s) of 1977 and did not return for Fall Quarter 1977. Of these, approximately 1,400 were sent a questionnaire (copy enclosed) asking them to give basic demographic information and to evaluate various factors which could have influenced their decision to leave UCSD. 351 responded for a response rate of 25%. The pilot study (previously referenced) experienced a 28% response rate. Comparisons with the pilot study will be used throughout the remainder of the paper.

It is important to note that all answers to the survey questions were self-reported (not verified), and may have been distorted by the DOSOs in a situation of possible perceived failure. In particular, the Grade Point Average (GPA) distribution reported was unusually high, contradicting the results of the pilot study which used actual as opposed to reported data.

The first 8 questions of the survey solicited basic demographic information, followed by questions regarding the DOSOs' reasons for leaving UCSD, their choice of transfer institution and major, and the extent to which they used and were helped by various campus services. Finally, the DOSOs were given the opportunity to comment on any factors which they found especially important.

FINDINGS

Table 1 represents the frequency distribution of the DOSO responses.

DOSO Demographic Characteristics

- Females dropped out/stopped out at 1½ times the rate of males. This correlates with a previous study, "Entering Freshman Class of Fall 1972" dated February 1978, which showed a higher graduation rate for males.
- 16-22% of the respondents are stopouts intending to return to UCSD at a later date.
- Students who transferred to UCSD and subsequently dropped out/stopped out generally did so within their first year at UCSD (78%). DOSOs who entered UCSD as Freshmen stayed longer: 39.4% left within their first year, rising to 87.4% within two years. This correlates with other longitudinal studies which show that, during the time frame of the current study, 30% of new Sophomores and Juniors (transfer students) dropped out/stopped out within their first year at UCSD, while only 25% of new Freshmen left within their first year.
- Heaviest attrition occurred after the third (35.3%) and sixth (33.2%) quarter of attendance at UCSD.
- Academic difficulty was definitely not a factor in the perception of the respondents: 83% reported a GPA above 2.5. (However, this is self-reported, not actual, as previously cautioned.)
- A significant portion (55%) considered it likely upon entering UCSD that they would transfer to another institution before receiving a degree.
- College affiliation is not a factor. (The pilot study indicated a relatively higher attrition rate at John Muir College.)
- Major discipline grouping (i.e., Physical Science, Social Science, Humanities and Arts) is not a factor.

DOSO Attitudinal Characteristics

The major causes for leaving UCSD in the perception of the respondents were (multiple choice permitted):

- Dissatisfaction with breadth of course offerings (42-65%)*
- Dissatisfaction with social environment (31-57%)
- Desire to change major (33-48%)

Factors indicated as having little or no influence were:

- Dislike of San Diego/La Jolla area (3-17%)
- Insufficient funds (6-17%)
- Desire to seek or accept employment (9-15%)
- Dissatisfaction with goals and values of higher education (7-19%)

1. Dissatisfaction with Breadth of Course Offerings (65%)
   This was the most frequent response. DOSOs who left during their fifth to eighth quarter of attendance at UCSD (144)** were especially prone to leave for broader course offerings (75-100%). Those who remained past the eighth quarter (25) left for various reasons. DOSOs from Third College (57) and DOSOs who reported GPAs less than 2.5 (47) had lower propensities to give this response than the overall DOSO sampling.

2. Dissatisfaction with Social Environment (57%)
   This complaint garnered 15-20% more responses than dissatisfaction with extracurricular activities. DOSOs commented on an "antiseptic" atmosphere, highly study-oriented and competitive student body, and low school spirit. Students majoring in Humanities and Arts (27) were less concerned with the social environment than those in the Physical and Social Sciences (218).

* First percentage represents those indicating reason had major importance. Second percentage combines first figure with those indicating reason had some importance.
**Absolute frequency of DOSOs in this category who responded to this question.

3. Desire to Change Major (48%)

DOSOs were most prone to leave for a desired change in major during their fifth to eighth quarter of attendance at UCSD (143). The DOSOs were less concerned with their choice of major at the beginning or end of their program (193).

Revelle DOSOs (99) had a high propensity (60%) to leave for this reason while those from Third College (57) were less likely (35%) to give this response. DOSOs in Humanities and Arts (27) were less likely to leave for a change in major than DOSOs in Social or Physical Sciences (217).

DOSOs Transferring to Another Institution

- A major portion of the DOSOs (85%) reported that they have transferred or are planning to transfer to another institution. Approximately half of these have remained within the UC system, while 20% have changed to the California State University and Colleges system.
- Institutions with relatively high percentages of DOSOs planning to return to UCSD are California Community Colleges (40-45% returning) and technical/vocational schools (17-34% returning).
- The DOSOs who transferred were evenly split between those taking majors offered at UCSD (41%) and those taking majors not offered at UCSD (41%). Another 10% have kept majors offered at UCSD but with a primary concentration which they perceived UCSD did not offer. Eight percent are undecided about their major.

Table 2 represents the frequency distributions of UCSD majors compared with transfer majors. Table 3 shows the distribution of concentrations perceived as unoffered within existing UCSD majors being studied by DOSOs at transfer institutions.

The most common transfer majors not offered at UCSD were Business (11.5%), Physical Education (5.4%), Nursing (4.4%), and Animal Science/Zoology (4.4%). (Note: Nursing majors generally were advised by high school counselors that UCSD offered a nursing program.)

RATING OF ACADEMIC SERVICES

In addition to the subject DOSO study, a recent UCSD Alumni Survey (recipients of Bachelors degrees only) requested information on use of academic support services (Counseling, Dean's Office, Career Planning & Placement, OASIS, etc.). Table 4 presents the service ratings of these alumni and of the subject DOSOs where comparable questions were asked. The following review of DOSO responses includes reference to the alumni data where appropriate.

DOSOs used the Provosts' academic advisors (67%) and program advising at orientation (72.4%) more than other services.

DOSOs were less likely to use Campus services and rated them lower when they were used than students who graduate from UCSD.

Counseling and Psychological Services were used by DOSOs as often as alumni but DOSOs perceived them as less helpful. Career Planning & Placement was the only service surveyed which was perceived similarly--albeit noncommitally--by both groups (1/3 helpful, 1/3 not helpful).

Nearly all (98.2%) of the alumni indicated that they at one time sought advice from a faculty member while only slightly more than one-half (57.6%) of the DOSOs reported consulting a faculty member.

DOSOs felt that available campus services should be more widely publicized. They stressed a need for help and direction in understanding and appreciating the value of their subject and career choices within it. DOSOs expressed difficulty making decisions regarding courses and careers and complained that no one could advise them on what was "correct" or "best."

CONCLUSIONS AND RECOMMENDATIONS

Given these findings there are various steps which can be taken to help alleviate the UCSD DOSO rate. Recognizing that much of the attrition is due to uncontrollable personality and interest development factors, UCSD should concentrate on influencing the portion of the DOSO population that leaves for reasons other than interest in changing to majors not available at UCSD.

Efforts should be focused in three areas within two time frames:

Short-range plans -

- Attention should be given to fostering positive attitudes for all UCSD community members to improve the social environment. A community or familial atmosphere should be encouraged, and accomplishments of students, faculty, and staff publicized to develop pride.
- Every effort should be made to inform students of available services and of academic as well as career options. Particular attention should be given to making students realize their individual responsibility for researching alternatives, identifying their own preferences, and choosing among them.

Mid-range plans-

- Efforts should focus on expanding course offerings within existing departments and programs. Many DOSOs reported remaining at UCSD until they exhausted the scheduled offerings corresponding to their interests. They then transferred for a broader program. These DOSOs commented that broader programs would have kept them at UCSD. However, DOSO criticisms of breadth of course offerings were both varied and vague and no particular area was emphasized. Therefore, caution should be exercised when considering where specific courses should be added. It would appear most beneficial to prioritize certain departments or majors and concentrate on expanding the breadth of offerings in those areas as it is questionable whether random addition of single courses would be noticed.

Long-range plans could include new majors within existing departments. It would be more beneficial to expand existing departments than to add additional ones. However, new majors should be considered secondary to the short-range and mid-range goals.

As indicated in the pilot study, the cost/effectiveness of these plans cannot be easily assessed. It is suggested that the desirability and feasibility of these recommendations be addressed by a meeting of appropriate members of the academic and administrative community.

Considering the static element of this study, it is recommended that a demographic and attitudinal study of DOSOs be conducted on a regular basis to assess changes in the DOSO population, to evaluate effectivesness of past action, and to guide direction of future efforts.

TABLE 1

1. Sex: 52.4* Female 47.3 Male 99.7 RR**

2. Level: 9.7 Freshman 35.0 Sophomore 44.3 Junior 8.3 Senior 97.4 RR

3. Ethnicity:
   - 2.6 American Indian/Native American
   - 6.3 Asian/Oriental
   - 2.3 Black/Afro-American
   - 3.7 Hispanic
   - 81.5 Other White (Caucasian)
   - .6 Other Non-White

   96.9 RR

4. Did you enter UCSD as a freshman or as a transfer student? 80.6 Freshman 19.4 Transfer 100.0 RR

5. How many quarters did you attend UCSD? (1-3) 45.3, (4-6) 41.9, (7-9) 8.5, (10-12) 2.0 97.7 RR

6. Your College at UCSD? 28.2 Revelle 38.5 Muir 16.8 Third 16.5 Warren (Fourth) 100.0 RR

7. Your major at UCSD? See Table 2

8. What was your approximate grade point average at UCSD? (A=4.0)
   0.0-1.5 .9, 1.6-2.0 5.2, 2.1-2.5 8.6, 2.6-3.0 34.4, 3.1-3.5 29.2, 3.6-4.0 19.4

9. Did you leave UCSD for personal reasons unrelated to UCSD's academic program or social environment? 28.8 Yes 68.7 No 97.4 RR

10. Do you plan to return to UCSD? 16.0 Yes 76.9 No 6.3 Maybe 99.1 RR

11. Upon entering UCSD did you consider it likely that before receiving a degree you would transfer from UCSD to another institution? 21.9 Yes 44.7 No 32.5 Maybe 99.1 RR

The following are possible reasons for your having left UCSD. Please indicate the degree of importance that each item played in influencing your decision to leave.

I left UCSD because:	Of Major Importance	Of Some Importance	Of Little or No Importance	RR
12. I lacked sufficient funds to continue my education at UCSD.	6.0	10.8	82.1	98.9
13. I wanted to seek (accept) employment.	8.5	6.8	83.5	98.9
14. I disliked residing in the San Diego/La Jolla area.	3.1	13.7	81.8	98.6
15. I was losing interest and/or I wanted a vacation from school.	8.8	19.1	70.1	98.0
16. I became disenchanted with the goals and values of higher education in general.	6.6	12.3	79.8	98.6
17. I experienced excessive academic pressure.	14.5	26.8	57.0	98.3
18. I was dissatisfied with my academic goals.	19.7	26.2	52.7	98.6
19. I was unable to clearly formulate a career objective.	16.2	27.9	54.1	98.3
20. I wanted to change my major.	32.5	15.7	49.9	98.0
21. I was dissatisfied with the breadth of course offerings.	41.9	23.4	33.3	98.6
22. I was dissatisfied with the quality of courses/majors/programs offered.	27.4	23.1	48.4	98.9
23. I was dissatisfied with the size of the classes.	14.0	18.5	66.1	98.6
24. I was dissatisfied with the general quality of teaching.	12.8	22.5	63.2	98.6
25. I was dissatisfied with faculty-student relations.	17.7	20.8	59.8	98.3
26. I was dissatisfied with the social environment.	31.1	26.2	41.6	98.9
27. I was dissatisfied with the extracurricular activities.	15.4	20.2	63.0	98.6

28. Other; please elaborate on any of the above, or list any additional reasons for your leaving: _____

* Relative Frequencies (except 31-38 Adjusted Frequencies)
**Response Rate

If you are presently enrolled at another College or University, or plan to do so in the near future, please complete the following section (#29-#39). Otherwise skip to #40. UCLA-15.1, UCB-10.5, UCD-5.1, UCSB-5.1, Other UC-5.7 CSUC-19.9, Community College-5.7, Calif. Private-6.6 Out-of-State Public-5.7, Out-of-State Private-3.7, Tech-Voc-1.7 84.9 RR

29. Name of Institution?

30. Your academic major? *See Tables 2 and 3*

Please indicate the degree of importance that each of the following items played in influencing your decision to transfer from UCSD to your present Institution. I transferred to this Institution from UCSD because:	Of Major Importance	Of Some Importance	Of Little or No Importance
31. Its academic program is better suited to me.	74.6*	13.9	11.5
32. It is more intellectually challenging.	16.7	24.8	58.5
33. It is less expensive to attend.	6.5	15.7	77.8
34. There is less academic pressure.	13.4	25.0	61.6
35. Of the proximity to my hometown.	9.9	18.7	71.4
36. Its social environment is better suited for me.	34.9	23.3	41.8
37. My spouse or close friend is enrolled here.	3.1	10.2	86.7
38. It offers a major or program not offered at UCSD.	61.1	14.0	24.9

39. Other reasons:

At UCSD various services and people are available to advise and counsel students. Please indicate below your experience (if any) with each of the following. If any experience was particularly good or bad, or was influential in your decision to leave UCSD, a written comment below would be useful.	I did not seek advice or help from this source.	I did seek advice or help from this source, it was: HELPFUL ←Very			Not at all→		RI
40. Orientation advising--regarding course choices	23.9**	8.0	18.5	25.1	15.7	5.1	96.
41. Counseling & Psychological Services	68.4	5.1	6.6	9.1	4.6	2.8	96.
42. Career Planning & Placement	68.7	2.3	6.8	8.5	5.4	4.3	96.
43. College Dean	76.6	4.6	5.7	5.1	2.8	2.0	96.
44. Provost's Academic Advisors	29.3	15.7	16.8	15.1	12.3	7.1	96.
45. Office of Academic Support & Instructional Services	81.5	3.7	3.4	2.8	2.8	1.7	96.
46. Faculty	33.0	14.0	15.7	15.7	6.3	6.0	90.

Comments: *See Table 4*

What changes at UCSD, if any, would have enabled you to continue your educational endeavors here?

Please use the space below and on the reverse side for any additional comments.

*Adjusted Frequencies of respondents only.
**Relative Frequencies

TABLE 2

FREQUENCIES OF UCSD MAJORS VS. TRANSFER MAJORS OF DOSOs

MAJOR	UCSD		TRANSFER	
	No.	%	No.	%
Anthropology	5	1.4	3	.9
AMES	12	3.4	17	4.8
AP&IS	4	1.1	9	2.6
Biology	85	24.2	37	10.5
Chemistry	20	5.7	8	2.3
Chinese Studies	1	.3	1	.3
Communications	9	2.6	3	.9
Literature	11	3.1	4	1.1
Economics	16	4.6	15	4.3
History	5	1.4	3	.9
Linguistics	5	1.4	2	.6
Mathematics	10	2.8	1	.3
Music	5	1.4	2	.6
Philosophy	5	1.4	2	.6
Physics	7	2.0	4	1.1
Political Science	6	1.7	8	2.3
Psychology	22	6.3	20	5.7
Sociology	11	3.1	4	1.1
Urban & Rural Studies	1	.3	0	.0
Visual Arts	8	2.3	4	1.1
Medicine	--	--	3	.9
Individual Major	--	--	1	.3
Business	--	--	34	9.7
Design	--	--	3	.9
Physical Education	--	--	16	4.6
Nursing	--	--	13	3.7
Education	--	--	8	2.3
Architecture	--	--	3	.9
Journalism	--	--	3	.9
Animal Science/Zoology	--	--	13	3.7
Pharmacology	--	--	3	.9
Tech/Vocational	--	--	3	.9
Environmental Studies	--	--	9	2.6
Language	--	--	9	2.6
Social Work	--	--	2	.6
Theology	--	--	1	.3
Undecided	100	28.5	24	6.8
RESPONSE RATE	--	99.1	--	84.0

TABLE 3

FREQUENCIES OF CONCENTRATIONS PERCEIVED AS NOT OFFERED WITHIN UCSD MAJORS

DOSOs specifically cited a need to transfer to other institutions to study these concentrations. Their reasoning, however, is unclear as many ARE offered at UCSD.

Biology	
Marine	7
Micro	5
Bacteriology	2
Physiology	1
Psychobiology	1
Fermentation Science	1
Cytology	1
Chemistry	
Food Biochemistry	1
Economics	
Economic Systems	1
Business Economics	2
Engineering	
Civil	2
Nuclear	2
Manufacturing	1
Industrial	1
Political Science	
Law & Society	1
Psychology	
Developmental	1
Clinical	1

TABLE 4

SERVICE RATINGS FREQUENCIES

Service	Group	% Users	Adjusted Frequencies of Users Only				
			Helpful			Not Helpful	
Counseling & Psychological Services	DOSO	28.2%	18.2	23.2	32.3	16.2	10.1
	ALUMNI	29.7%	25.5	35.7	18.4	11.2	9.2
Career Planning & Placement	DOSO	27.3%	8.3	25.0	31.3	19.8	15.6
	ALUMNI	56.3%	14.1	23.2	27.0	26.5	9.2
College Dean	DOSO	20.3%	22.5	28.2	25.3	14.1	9.9
	ALUMNI	51.1%	21.4	31.0	32.7	7.2	7.7
Provost's Academic Advisors	DOSO	67.0%	23.4	25.1	22.6	18.3	10.6
	ALUMNI	79.4%	25.3	29.1	27.2	13.0	5.4
Faculty	DOSO	57.6%	24.3	27.2	27.2	10.9	10.4
	ALUMNI	98.2%	26.0	39.9	26.0	5.3	2.8

APPENDIX

COMMENTS FROM DOSOs

The questionnaire provided space for personal comments which a large proportion of the respondents used. The selections below are representative of the various concerns mentioned and are excerpted precisely as written by the individual respondents. Portions between brackets have been added for clarity.

General Comments

The most frequently repeated themes were an inability to identify academic or career goals, difficulty in approaching professors/counselors for assistance, an unsatisfactory social environment, and fierce competition.

"I think my own phobia of heavy competition, especially in premed and a few other areas, drove me away from UCSD. The rest of the school seemed quite satisfactory."

"Living in La Jolla was enjoyable and pleasant but not tooexciting."

"Mainly I see UCSD's problem as this: It is not fun. Everything and everybody is grim and so serious...I found UCSD completely un-humanistic. It struck me as a pre-graduate school, intent on quickly weeding out those who were at college for fun or non-obsessive studying...I was disappointed that such a potentially good opportunity for fun and friendship was clouded by the strange unhappy intensity which was never far away."

"Cal State is more vocationally oriented that UC, which is important to me as I have no plans to attend grad school. I plan on being a medical technologist."

"A change in environment with less emphasis on grades and more emphasis on learning, get teachers who are good at it and enjoy teaching, and put the red-hot researchers back in the lab--on the whole I was dissatisfied with the quality of teaching--although many teachers were very nice people, and I'm sure great scientists, they were terrible teachers."

"Something major needs to be done to give UCSD students a positive image and feeling for UCSD. (I have found school spirit to be very refreshing.)"

"The trauma experienced when entering a 4 year university, from a 2 year junior college was not dispelled by the academic environment."

"I enjoyed UCSD very much! But I am not competative enough to deal with a Revelle environment. I mean, I actually attended calculator parties!"

"Larger student population, more social activities, major athletic teams, larger choice of elective classes, better college setting than La Jolla."

"I suppose it is no coincidence that my two closest friends at UCSD transferred to other institutions at the same time I did."

"I guess I just wasn't happy at UCSD."

"I wanted out, basically because I found it hard to make it as easy as it had been in the past...I never overcame the stigma attached to university professors and even TA's. I was afraid to speak and pretty much continued my uninvolved and removed attitude toward anything but good grades. If the student knows what it is he wants, UCSD is great. I was always afraid to consult anyone."

"Feeling like just another student, the competition for the almighty grade and the quarter system does not leave me any time for socializing, especially when working part-time...Maybe if the professors had a better outlook about students, students would have a better rapport with other students...The teaching staff, with a few exceptions, placed <u>too</u> much emphasis on grades and made the class load of work one tremendous feat to accomplish. Most seemed eager to have you drop the course rather than help you continue. If you were lucky, your T.A. helped you if you liked each other. If not, you did the best you could."

"I felt that undergraduate education was one of the last priorities at UCSD."

"I found UCSD to be a very good school. However, it did not meet my personal needs--as I wanted a greater variety of types of courses to meet requirements. I also wished to meet a greater variety of types of students."

"I had applied for a transfer to Muir College twice. If I had been accepted, I probably would have stayed and majored in biology."

"The main reason I left UCSD is because I wanted a more practical education. One that would prepare me better for the working world with a 4 year degree. Other than that UCSD is a great school. <u>Thank you for this letter</u>."

Comments Regarding Services

The most frequent themes were inadequate academic and career counseling, inability to approach services for assistance, and lack of knowledge that specific or most services existed.

"In the several times I sought advice either from Counseling or in scheduling I never came away feeling that I knew what option was best. Career planning really discouraged me from Marine Biology...If somebody could have showed me careers in related industry I might have stayed. Or if the professors hadn't seemed so remote and unapproachable I might of sought help from them...I think the main reason I couldn't make it as UCSD was because it is a school that requires a high degree of internal motivation and you must know where you are headed. Once you start to have questions about what you really want to do with your life then your lost. I was unable to cope with that while trying to handle the academic pressure."

"Due to financial circumstances I had to attend a school where I could live at home...It seemed that no one would offer information that was not asked for and I felt lucky if I asked the appropriate questions."

"The academic advisors are a bad joke. They don't know what to tell you because they don't know what goes on in each major. At UCI each major has an advisor."

"I found administrators very accessible and friendly definitely an advantage at a smaller school such as UCSD."

" I wasn't very helpful either--I didn't know what I wanted, or is it their job to tell me? That's what I was looking for and I didn't get it."

"The atmosphere on campus seemed so impersonal I wasn't aware of many services or how to go about getting them."

"I left because my major of Civil Engineering was not offered at UCSD. I asked for advise on courses for my major and they didn't know anything about my major. Have more majors and better counseling for the major that you have now."

"Some faculty were extremely helpful, others could care less."

Comments Regarding Academic Programs

The variety of departments, majors, and programs mentioned was very broad--no conclusions could be drawn regarding any specific department or program. COMMENTS REGARDING ACADEMIC PROGRAMS OFTEN APPEARED TO BE BASED ON PERCEPTIONS WHICH WERE NOT FACTUAL.

"I left because I decided on a Nursing major--Anatomy and Physiology not offered."

"UCSD needs some sort of Business Dept."

"The school did not have any majors which really suited me. I changed greatly during the year and as I grew my objectives changed. The school provided me with the chance to find myself."

"More evenly balanced choices of classes, instead of the heavy emphasis on science."

"I don't think I will go on to graduate school, which is where the program in Math seemed to be leading to. I want to take more applied courses and try to fit into a career."

"I felt that UCLA offered a better XXXXX program to it's XXXXX majors (but now I wonder?)"

"Get some majors that people are interested in besides hard sciences. It needs to be a more relaxed atmosphere. Not like somebody has a gun pointed at your head all the time."

"Nothing exists to develop student loyalty...[UCSD needs an] aggressive social organizational program and more liberal arts courses. I took every XXXXX course offered (including extension) in a single UCSD quarter."

"I found that after two years there were few classes left that I found interesting, as a social science major."

"My main reason for leaving UCSD was the lack of breadth in all XXXXX and XXXXX related courses...At UCSD the faculty was not as practical in their methods of teaching; I was hardly ever confronted with "real life" problems. Now, I find most of my problems in classes at Cal are of a practical nature, more interesting, and also intellectually stimulating."

"A program in XXXXX would have kept me at UCSD."
(There were many comments of this type. Frequencies within particular areas are listed in Tables 2 and 3.)